Unit 3 – How-To

10/24-11/29

Students will understand the how-to format for following directions and sequence to make or do particular things.

Students will study how-to attributes using details, pictures and diagrams, and procedural steps.

Essential Question: What is the purpose of how-to writing?

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|  |  | 10/24 Pre-tests  R : How-to story  W: How to Make a Snowman |  |  |
| 10/29  R: L1 Students will explore how-to text and understand purpose.  W: to L1 Students identify topics for How Posters | 10/30  R: L2 Students identify how-to text attributes (chart)  W: L2 Shared writing. Choose a classroom job and model writing how to. | 10/31  Halloween projects   * Halloween Read Aloud * Make jack-o-lantern craft * Halloween packet * Estimate candy corn | 11/1  R: L3-L4 Read and follow directions to make Snowman Craft.  W: Continue writing and model clarifying the steps. | 11/2  R: L5 Response to Snow book  W: L4-L5 Shared writing, add how-to text features and check for clarity.  11:00 Field Trip |
| 11/5  R: Read Aloud about the election or voting  W: L6-L7 Edit and Publish How-to Posters | 11/6 ELECTION DAY  R: How to make an American flag  W: Share How-to Posters. L8 Students identify high quality procedural attributes. | 11/7  R: Model and introduce 123 Drawings, have students complete one  Intro as work station  W: Write letters to the President – 1 thing they want to see him do and one question. | 11/8  R: L6 Read Aloud about Thanksgiving  W: L9 Identify topics and generate steps for their own how-to and L10 Generate steps for how-to and check clarity. | 11/9  R: L7-L8 Read and follow directions to make a turkey with feathers (I am thankful for…)  W: Read aloud – noticing introductions, students add introduction to make the reader interested |
| 11/12  No School | 11/13  R: L9 Reading Response to Thanksgiving Book  W: L12 Students notice various text features in Gail Gibbons how to or other author | 11/14  R: Shared 123 Draw – read aloud and follow directions  W: L11 Continue to clarify writing by adding pictures or explaining confusing parts | 11/15  R: Read aloud – noticing transitions, then students find transition words in their own books.  W: Students revise and add transition words to help clarify. | 11/16  R: Read aloud – noticing features, students do 123 draw at seats.  W: L13 Students use rubric to revise and edit their writing (individual checklist). |
| 11/19  R: Read aloud – notice features, specifically captions  W: L14 Students revise by adding captions to their pictures. | 11/20  R: Read aloud, noticing conclusions – students look for conclusions in books  W: L15 Students revise after reviewing mentor authors texts. (Who is going to try…) | 11/21  NO SCHOOL | 11/22  NO SCHOOL | 11/23  NO SCHOOL |
| 11/26  R: Read aloud – students complete snowflake how to  W: Students revise and add a conclusion. | 11/27  R: Read aloud – multiple choice questions about procedures (snowflake how to)  W: L16 Students edit their writing using CUPS (editing checklist) | 11/28  R: Read aloud – students point out features with how-to text  W: L17 PUBLISHING | 11/29  R: Read aloud –  W: PUBLISHING | 11/30  R: Posttest  W: Post-test – How to one of our classroom jobs.  CELEBRATE WRITING |